

What and Why a *Responsibility-Based Culture?*



Leader Guide

This guide is a resource for small group leaders.
It accompanies Group Session 2 of the eLearning Series,
CultureEX™ Guided Transformation Process

Prepared for you by:



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Pre-Group Session Prep

Time: _____ minutes

ACTIONS

This leader guide is a **GUIDE**. You need not read it verbatim. Consider the intention for each section (written at the top of each section in this color) The times listed are simply *suggested* times and can be modified by the group leader.

- ☐ **COMPLETE** watching *your own* individual training module and filling out *your own* workbook answers.
 - ☐ **NAVIGATE** entire group session at least once. Ensure the technology works.
 - ☐ **STOP** when you reach a slide with a green continue button. These correlate with a section in the leader guide.
 - ☐ **ANSWER** all questions yourself to use as an example. Also, write in your **goal** and **final word** for each section.
 - ☐ **PREPARE** using the *notes* section for your answers, examples or clarifications so you can model/start the conversation.
 - ☐ **FOLLOW** instructions in each section in order given.
 - ☐ **OPEN** document "[*Alternative ways to communicate about purpose and values.*](#)" to create what you will do regarding *PURPOSE* and *VALUES* during the session.
 - ☐ **SEND** a confirmation email a week prior to the group session if you wish. (see below)
- ◆ **TIPS** for you to remember as group facilitator:
1. Demonstrate full commitment. Your intention and modeling matter!
 2. Start and end on time no matter who is or is not there. Ask for timeliness from your team.
 3. Maintain pacing as best you can for time you've allotted for each section. You can skip answers and bullet points if needed to stay on track.
 4. **Total Time** = Time *suggested* for each section.
 5. **Pre-Vid** = Time video precedes before starting the facilitation of each section.
 6. **Cumulative time** = Time elapsed in total for the session, at the end of each section.

EMAIL SAMPLE (Optional)

Hi everyone!

I'm looking forward to seeing you on (Day, Date, Time) for our group LifeWork Systems review session. Please be on time and ready because we have a lot of ground to cover and we will start and end on time. Don't forget to:

- Bring your completed workbook as ***we will be reading our answers from them.***
- Make sure you have completed your post-training survey so I can see your input in advance of this session.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

NOTES

Section 1: We Always Begin With...Purpose

Time: **10** minutes

For the leader: your intention in this section is to help the group learn that a. purpose is #1 and b. INVITE them to commit to it. c. values are behaviors that serve *to make sure purpose happens*. d. focus on one trust value and e. Review helpful tips.

Total Time is 10m (0m pre- vid) Cumulative Time: 10m



☐ **POST** or visually have open your organization's blueprint on a browser tab.

☐ **READ Goal:** "My goal for this section is _____"
(e.g., "to set the stage for this session by beginning with our purpose and values.")

☐ **READ bullet points below** (Pull up your organization's blueprint)

- Our *purpose* is always THE highest priority; it shifts us from being **reactive** to **proactive**
- You are in charge of YOUR thoughts, feelings, and actions *no matter what*.
- *Purpose* is what we cause for ourselves and for others; purpose connects us to our internal motivation, our WHY.

☐ **READ** your organization's **PURPOSE** on the blueprint. Next, *share your unique way to highlight it*. (use "*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.

☐ **READ** these *rhetorical* questions about **PURPOSE** (tell them **no out-loud answer is required**):

1. Will YOU intentionally focus on our purpose and commit to representing it?
2. Will YOU remain committed even if OTHERS drop their commitment to our purpose?

☐ **READ About CORE VALUES** (direct them to the core values in our blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." These are **NOT** the 8 values that build trust.

☐ **DELIVER** Next, *share your unique way to highlight* one or all of CORE VALUE(S). ("*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.

☐ **REVIEW** this trust value **#3** under 8 values that build trust in the blueprint. Read: **Honesty** is NOT the same as disclosure which is keeping quiet about your thoughts and feelings. Honesty is when one is **NOT** lying, stealing, cheating, etc." Ask EVERYONE, "*When is it hard to exercise honesty?*"

☐ **READ** the following 5 helpful tips with your group when you as you end this section:

1. Speak in first person (use "*I*"). It will feel and be more *responsible*. I'll say "first person" if you forget.
2. "Stay in your yard," share only your experiences, opinions, and feelings.
3. Take initiative in participating. This supports your leader. Don't wait to be called on.
4. Keep your answers somewhat brief. I'll say, "ELMO" Enough, let's move on.
5. Write down ALL aha's and questions you think of along the way.

☐ **FINAL WORD** "The main point of this section is to remind you that _____"
(e.g., intention is the most important thing to do in every moment.")

NOTES

Section 2: Develop Leadership/Task Ownership Time: 15 minutes

For group leader: The intention of this section is to focus on TRANSFER OF RESPONSIBILITY, using a Socratic method (based on the philosopher Socrates who taught by asking questions to draw out answers). This is also you modeling how to lead a group module and use the leader guide.

Total Time: 15m (2m pre vid + 13m) Cumulative: 25m

ACTIONS (AFTER you have started your module)



☐ **SHOW** up to this slide →

☐ section **GOAL:** "My goal for this section is to _____"
(e.g., "instill in you that a responsibility-based model is about developing leadership in every person and about transferring responsibility so each person successfully picks it up. This is called task ownership; managing one's own relationships, productivity, engagement, and blueprint.")

☐ **READ** bullet points below (Sharing bullet points below are optional, but recommended if there's time)

- Most people have been conditioned to take their cues from authority figures.
- Many are not often in charge of their own lives.
- Responsibility is being empowered so you are ABLE to RESPOND.
- Many people have fear about taking responsibility because their power has been shamed, oppressed, and punished.

☐ **ASK** the following questions: Let them know, "**These are NOT in your workbook.**"

(**Answers:** Read these AFTER some answers have been offered – there also could be other answers) (10m)

1. In the 8th grader story, a Socratic approach was used. Socrates was a philosopher who used questions to draw out inner answers/wisdom and strengthen critical thinking skills in people rather than give them answers. This is **S.L.A.M.: Say less, ask more**. How are questions often a superior choice when helping someone? (**Answers - some**): Helps people become problem-solvers, stronger thinkers, contribute more, likelier to commit to their own answers).
2. What impacts would likely have happened to everyone in the story if the bullying teacher was blamed and the student was pitied and rescued? (**Answer:** Unlikely transfer of responsibility and shift to task ownership. There could be a tendency of many in the room – including the boy - to blame, be a victim, and show up less capable or helpful)
3. In the story, fear of another person is explained as "attack." What can YOU do to shift out of fear when you realize you are afraid of someone? (**Answer:** Consciously stop thinking of them as an enemy. Take them out of the 'monster box' and stop assuming negative motives or a bad character.)
4. When one becomes responsible, others often do too. Do you agree? Can you share an example from your own life or work?
5. We often bring in positive, new tools (e.g., the "peace pledge") but lay them on top of a faulty mindset or model (like the teacher threatening a detention). Give an example of a good tool or strategy that did not seem to work but may have been because of the mindset or delivery.

☐ **FINAL WORD** "The main point of this section is to _____"
(e.g., "help you see that giving advice and answers does not usually lead to self-responsibility. This story demonstrates that questions often help everyone remember they have and can use their personal power.")

NOTES

Section 3: Inferiority Complex

Time: **10** minutes

For group leader: Your primary goal is to help the group gain the awareness that inferiority complex is a root cause for all struggles. This ultimately builds conviction to make psychological safety and additional next components a priority.

Total Time: 10m (1m pre vid + 9m for all remaining) Cumulative: 35m



ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help you connect the dots between disengagement and an inferiority complex.)

☐ **READ** bullet points below (Sharing bullet points below are optional)

- Most people don't realize that all internal and external struggles are the result of feeling inferior.
- Most people hide shameful feelings from themselves and others.
- Feeling inferior or shame is not a flaw. It is an indicator you are not, or have not been, treated in ideal ways.

☐ **ASK** each to turn to workbook page 5. Have them read what they wrote for these questions. **(8m)**

Note: Let them know *psychological safety* is revealing one’s self without fear of negative consequences. It’s a shared belief that the team is safe for interpersonal risk-taking, and that each person feels accepted and respected.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., to remind you that when someone is NOT behaving in a peaceful, productive way, instead of reacting with harshness or criticism, consider, “What can we do to bring greater encouragement and *psychological safety?”)

NOTES

Section 4: Four Core Needs

Time: **10** minutes

For group leader You are inviting participants to consider how to nurture these through adding practices and taking negative ones away.

Total Time: 10m (30s pre vid + 9m) Cumulative: 45m

ACTIONS

☐ **SHOW** up to this slide →



☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., *help you recognize the importance of the four core feelings needed for healthy social functioning.*)”

☐ **READ** **bullet points below** (Sharing bullet points below are optional)

- The 4 core needs are part of healthy belonging and significance and crucial to full engagement.
- A lack in any of these underlies all misbehavior and is a root cause of an activated inferiority complex.
- We will override our conscience and fear of punishment to get these met.

☐ **EXERCISE 4 Core needs (3m)** **Note:** Read these slowly with intention. Say underlined words, pausing briefly between them.

Instructions: If your group is live, say, “quickly partner up and look into the eyes of your partner with a caring gaze. Remain silent and with your will, (if you are willing), INTEND these words to be affirmations you provide to him or her.”

If your group is virtual, say, “close your eyes and imagine a co-worker. Imagine you look into their eyes with a caring gaze. Remain silent and with your will (if you are willing), INTEND these words to be affirmations you provide to him or her.”

‘Empowered’: Your power is beautiful and strong, and you deserve to have it validated and celebrated. You are influential and you use your power in your own unique ways to do so much good. Thanks for using your power to make a positive difference for many people.

‘Lovable’: Everything about you is beautiful and unique. You deserve to be heard for your words, your world view, and your feelings. Just seeing you makes me so happy. I’m sorry for the times I have not really seen you and your importance in the world. Our world would be less without all that you share.

‘Connected’: You are a very important part of us and our world. You being right here, connected with me now is an exquisite blessing to me. You are part of my tribe and part of the organizational tribe, and you are wanted here. You matter.

‘Contribution’: You do so much good and you’re so generous in sharing your gifts, your time, your talents, and your love. Thanks for all you do, including the many things others may not know about or realize! We are better as an organization for all you provide to so many.”

☐ **DISCUSS** this experience (briefly) (1-2m)

☐ **DIRECT** each person to open to workbook page 6. Ask **a few people** to answer each question on that page: (5m)

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., *Bottom line: Everyone benefits when you make it a priority to increase the 4 core needs and also dismantle and replace anything that weakens them.*)”

NOTES

Section 5: To Lead, Manage 3 Key Relationships

Time: 25 minutes

For the leader: The intention of this section is to help people understand there are skills needed to lead others (even as a parent or without the title of “manager,” etc.) that must be acquired in relationships with key relationships *first*.

Total Time: 25m (2m total pre vid + 22m time for questions and answers) Cumulative: 1h 10m

ACTIONS

☐ **SHOW** first *continue* slide and read goal for this section →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help you to understand that 3 relationships must be managed well first, in order for anyone to be an influential, effective leader.”)

☐ **SHOW** all *Relationships to Manage* slides one at a time. Pause on each that has a continue button (a total of 11). Follow instructions on each slide. There are 1-2 question slides per each **relationship type**. The ones with **EVERYONE** answering multiple questions should take about **3m each** but not longer. That means you must get everyone to **read from their workbooks** (starting on page 8) (20m) **Keep this fast moving, calling on people if needed, so there are no delays, and everyone participates. (Total Time for this is 20m or 4-5 minutes each slide) MAKE SURE EACH GIVES A SPECIFIC, MEASURABLE, RELATED, AND TIME-BOUND NEXT STEP** as is demonstrated in the first slide example.

☐ **SHOW** all *continue* slides to ask questions in each. See notes below for each slide

1. **Managing Relationship with Self:** 2 slides. One asks them to choose an area to improve and give a SMART step. The second asks them to share the answer the question they marked with an * and the SMART step for that one too. (page 8)
2. **Managing Relationship with Authority Figures:** there is 1 slide asking them to share the answer the question they marked with an * and the SMART step for it. **They also have the option to select a trust value and that SMART step** (page 9)
3. **Managing Relationship with Peers:** there is 1 slide asking them to share the answer the question they marked with an * and the SMART step for it. (page 10)

☐ **SHOW** this last slide for this section is shown →

☐ **READ** bullet points below (Sharing bullet points below are optional)

- We’d all rather focus on others need to manage themselves or their relationships.
- Managing these 3 relationships is NOT *optional* if you want to lead anyone else well.
- Don’t look at anyone else’s yard until you have yours highly in hand.

☐ **ASK** a few people to share **what would occur if we all chose to mind our own yards, our own business.**

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., to help you recognize how important it is to manage these 3 relationships to become a good leader and develop leadership in others.”)

#1 Relationship To Manage?

To be a good leader in your personal and professional life, what is the *first* and most important relationship for you to manage?

Ask one person to answer then after --> [Continue](#)

When it comes to becoming an influential leader at work or at home, 83% of your time should be spent in your own yard! So...

Mind Your Own Business!

[Continue](#)

NOTES

Section 6: Mind Trust

Time: **20** minutes

For group leader: This section is about several key parts. 1. People need to share what they wrote on the 4 steps. 2. They need to determine willingness to do a mind trust. 3. They must be able to question and discuss. Note: Ask them to do it now or later.

Total Time: 20m (1.5m pre vid + 18.5m for questions, practice, answers) Cumulative: 1h 30m

ACTIONS

☐ **SHOW** to this first slide with a continue button →

☐ **READ** section **GOAL:** “My goal for this section is to _____”
(e.g., help you to reflect further on the 4 steps of the Mind Trust before you consider if you are ready to adopt it.)”

☐ **PAUSE** at all 4 continue slides. **Note:** Ask each to quickly share written answers on workbook pgs. 11-12 on each slide. (4m)

☐ **READ** bullet points below (Sharing bullet points below are optional)

- Just like the ‘peace pledge’ or any other tool, be sure to use it in the right mindset.
- Most people think gossip is *human nature*. They haven’t considered tackling it head on.
- Over time, the Mind Trust (with healthy venting) helps people eliminate toxic gossip.
- The Mind Trust provides increased psychological safety right away.
- It’s none of your business if others commit to a mind trust (or NOT) or break it or not.

☐ **DIVIDE** group into pairs to **PRACTICE** or **COMMIT** to a Mind Trust with everyone in the small

group. If virtual, have each refer to **Mind Trust** steps on workbook page 11 **Note:** Explain Mind Trust is to be done face-to-face, one-on-one (10m)

First, READ about willingness: “It’s ok if not everyone is willing **yet** or not willing to do every step in the Mind Trust. No one can say a real “yes”, if they can’t say “no”. Free will and conscious choice is what makes a tool work. Commit to what you are willing to do and allow others to do what they do. Some may be ready to do some steps, but not all. For those who offer a mind trust, encourage this even if it’s not reciprocated. For those who don’t want to offer it, or only want to offer some of the steps, make any of it ok and let others know you commit to work towards a Mind Trust. Please allow others who want to make one do so.”

☐ **INVITE** briefly to discuss (if time) any questions or comments. (2m)

☐ **INSTRUCT** everyone to **COMPLETE** a **Mind Trust** with everyone in the project team in the next 24-48 hours (and eventually in the entire organization). **NOTE:** This is to be done face-to-face, one-on-one and if a pair is virtual, they should use zoom.

Note: Encourage a Mind Trust commitment between team members and the LifeWork Systems consultant too.

☐ **FINAL WORD** “The main point of this section is _____”
(e.g., to recognize the power of your words to hurt or heal. Don’t make other people’s willingness to commit (or not) determine **YOUR** decision. Commit to a mind trust with everyone in all settings.”)



NOTES

Section 7: Healthy Venting

Time: **20** minutes

For group leader: This section is about respectful support of a person's feelings and best outcomes using the healthy venting tool so that a person is fully supported and resolves issues, does not gossip and/or leave them unresolved.

Total Time: 20m (7m pre vid + 13m time for questions, practice, and answers) Cumulative: 1h 50m

ACTIONS

☐ **SHOW** the Healthy Venting Slides (pause at the continue button) →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., focus you on this 2nd tool to eliminate toxic gossip.)

☐ **READ** bullet points below (Sharing bullet points below are optional)

- When upset, we do need emotional support.
- In healthy venting, there is no naming names or telling a blaming story.
- Relief comes when you *resolve relationship challenges without damage to yourself or others*.
- Sometimes you need to be with the feelings a little while *before* YOU go towards resolution.
- Don't be afraid to pull out this written process and have it in front of you.

☐ **ASK** the following: Say, "**These questions are NOT in your workbook.**"

(**Answers** are meant for you – DO NOT read them out loud unless they add value or clarity) (2m)

1. **Why is healthy venting important?** (**Answer:** people need to receive emotional support and encouragement)
2. **How will you remember the steps to healthy venting?** (**Answer:** reference in tool booklet, or workbook page 13)

☐ **DIVIDE** group into pairs (in-person or in break out rooms). Have each *practice healthy venting* (instructions are on screen or on workbook page 13) (10m)

☐ **ASK** your group to practice **healthy venting** in the next 7 days and once a week for 3 weeks in a row total. Remind them, "It is helpful for each of you to be on the giving AND receiving end of this tool."

☐ **FINAL WORD** "The main point of this section is _____"
(e.g., to help you support each other in venting feelings, and receiving help and encouragement, so each takes positive actions to resolve challenges rather than gossip.)

Practice Healthy Venting Process
Note: Make sure to find out if the person you go to is willing and available.

1. Don't name names or specifics.
2. Share your doubts, fears, feelings, and weaknesses.
3. Describe your highest vision of a positive outcome.
4. Clarify and state your plan in simple steps.
5. Role-play and brainstorm.
6. Do something to lift your mood when you finish.

Pause, consider with whom you will practice this process and commit to a plan to make it happen. (e.g. put it on your calendar, to-do list, send an email)

LIFEWORK Continue

NOTES

Section 8: It Just Got Real

Time: **10** minutes

For group leader: The intention of this section is to magnify *awareness* and *management of behavior change*.

Total Time: 10m (0m pre-vid) **Cumulative Time:** 2 hours

A thumbnail image of a worksheet titled "It Just Got Real!". The form has two main sections, 1 and 2, each with a "Write" area and a "Change in Action" area. Section 1 is for a new idea or ah-ha, and section 2 is for a next step to apply something learned. There is a "Continue" button at the bottom right.

ACTIONS

☐ **SHOW** up to this slide →

☐ **READ** section **GOAL:** "My goal for this section is to _____"
(e.g., "help you to leave this session retain the information you've been learning. By reflecting on it, clarifying it, practicing it, and sharing it over and over, you're likely to remember, own, and apply what you've learned.")

☐ **READ about bullet points** (sharing bullet points below is optional but recommended when time allows)

- People don't sustain real or lasting change without discussing what is newly learned
- Committing to sharing at least some of your *ah-ha's* and *next steps* is crucial to long-term retentions.

☐ **ASK** the following questions. Have EVERYONE share briefly*:

1. **One new idea or ah-ha gained from this session that was not fully known or understood before it started.**
2. **One next step to apply something learned.** (This need not be related to their aha's)

☐ **FINAL WORD** (Thank them sincerely in your own words!)

NOTES

*If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day and **email their answers to you**. This helps them retain what they learn.